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ABSTRACT

A study assessed the effectiveness of the Occupation of Homemaking programs in Illinois secondary schools by collecting data for evaluating current programs and determining future needs. Approximately 350 randomly selected high school graduates from the years 1979-1984, half of whom had been enrolled in Occupation of Homemaking classes and half of whom had not, responded to a 10-point Likert-type scale as to the importance of Occupation of Homemaking concepts in adult life and their competence concerning those concepts. Mean scores for the importance of each of the concepts was above the scale midpoint, with many means above 9.0. Concepts with highest means were in the areas of parenting, child development, relationships, decision making, management of time and other resources, and planning for family nutritional needs through the life cycle. In each area, the competency ratings were at least a full point lower than those given for importance. Data analyzed according to enrollment in specific classes showed that most who had enrolled considered themselves more competent in most of the areas than those who had not enrolled in the classes. In addition to providing results showing the usefulness of Occupation of Homemaking classes, the study developed processes and instruments that will provide future data for evaluation of the program. (KC)

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Evaluating Program Outcomes:

Occupation of Homemaking

Final Report

Phase II 1988 - 89

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CE 059 147

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Introduction

Evaluation of vocational education has been included as a part of federal legislation since 1963 and continued in the Carl Perkins Vocational Education Act, P.L. 98-524 as periodic progress reports. In response to the needs expressed in the federal laws, accountability studies have been undertaken in many states, at the national level and in several service areas.

Evaluation is a weakness in home economics programs, especially the Occupation of Homemaking Program which was singled out by the National Institute of Education in its evaluation of vocational education prior to the passage of the Carl Perkins Bill. This report concluded that no data could be found which would lead to conclusive statements about the effectiveness of the Occupation of Homemaking Program.

Beginning in 1977 the AVA Home Economics AD Hoc Research Committee sponsored several studies concerned with Impact of the Consumer and Homemaking (in Illinois Occupation of Homemaking) Programs. These studies were concerned with special populations or used a case study approach.

An extension of those studies attempted to gather data on longitudinal impact at a national level. The pilot study conducted at Pennsylvania State University utilized data from Nebraska, Louisiana and Florida with doubtful results. Gritzmacher at the Ohio State University has attempted to continue this work, relying upon volunteer cooperation by data collectors in the various states.

The pilot study and the continuation seemed flawed in that data was based upon the statements of graduates who had been out of school only six months. Graduates had little opportunity to utilize skills acquired in high school home

economics classes. A longer period of time after leaving high school is projected to give more reliable data.

To move home economics at the secondary level ahead now and in the future, its purpose must be evaluated and a clear vision of future activities developed. Data evaluating the present program is essential, to determine future directions.

This project is designed to gather data but, of equal importance, it is also designed to develop instruments and processes which will allow teachers to gather data in their school districts, and store the data using a micro-computer for retrieval when needed. In addition, data will be reported to a central storage site, and will thus be available to researchers and others. Data collection instruments will be based upon two recent documents published by units with the Illinois State Board of Education: outcome statements as reported in State Goals for Learning and Sample Learning Objectives (hereafter called learning outcomes) and task lists for the Occupation of Homemaking Program.

Subject matter concepts as defined by the Vocational Amendments of 1976 and recognized as the basis for vocational funding will be included in the instrument. Such processes of learning as problem-solving, critical and creative thinking and decision-making will be included.

The instrument developed for use by home economics teachers in Illinois schools will provide data for use at the local, regional and state levels. The data collected is expected to be one of the variables used in decision-making concerning future directions in program planning.

Every effort has been made to ensure that the six Illinois geographical regions will be represented. Validating panelists represented not only the geographical regions but the various sizes of schools found in the state as well.

Data reporting systems have been developed using an IBM-compatible computer; adaptations to other computer systems will be made.

Phase I - refining the theoretical base, developing and testing the instrument, developing and testing the data collection system, refining sample selection system, begin sample selection and begin data collection was completed during the first year of the project. For copies of letters written, consent and other forms developed and the interviewing instrument see Evaluating Program Outcomes: Occupation of Homemaking, final report, Phase I, 1987-88.

Phase II - continuation of sample selection, continuation of data collection, beginning computer applications for data organization and analysis, begin interpretation of data analysis and begin sharing results with selected individuals and groups were completed in the second year of the project. Completion of data analysis and interpretation and wider sharing of results with larger populations are planned for the third year.

Research questions to be investigated:

1. Does participation in a high school Occupation of Homemaking Program positively influence the graduates' ability to solve problems and make decisions in the areas of:
    - Maintaining effective communication and relationships in family and work situations.
    - Managing individual and family resources (time, energy, space and money)
    - Providing for the nutritional needs of individuals and family.
    - Providing for individual and family living environment.
    - Providing for individual and family clothing needs.

2. Do one or several of the demographic variables affect the relationship between participating in an Occupation of Homemaking Program and learning outcomes?
3. Are there correlations between subject matter area and problem-solving/decision-making processes?

Objectives

This project will assess the effectiveness of the Occupation of Homemaking programs in Illinois secondary schools by collecting data for evaluating current programs and determining future needs.

The target population for this project has been the home economics teachers in the secondary schools of Illinois. Data has been and will be collected to assess Occupation of Homemaking Programs, which will be analyzed to provide information concerning the effectiveness of these programs. These data can provide a basis for decision-making at local and state levels.

To accomplish that purpose the following objectives will be met:

1. Using task lists and outcome statements, develop an instrument for collecting data to assess program outcomes including subject matter concepts and learning processes.
2. Validate instruments developed through the use of a selected consultant pool representing the vocational teacher education programs in Illinois universities, and leaders in each of the six Illinois geographical regions plus Chicago city schools.
3. Collect data using telephone interview techniques.
4. Analyze data using appropriate statistical processes. Analysis will begin in March and continue until completed. This process begins in the first year of this project but will continue into the second year.
5. Interpret data and organize findings for reporting.
6. Make preliminary report of finding to DAVTE.

Research Design

This project has employed techniques to insure the selection of a stratified random sample. The strata to be included were the eight geographical areas of the state of Illinois and described in detail elsewhere in this report. The sample consists of equal numbers of students who had been enrolled in two or more home economics classes and those students who had no more than one home economics class. (The original idea of selecting students with no home economics classes was most difficult in that in many schools the consumer requirement is met by classes in home economics.)

Each student has been or will be contacted by a trained professional telephone interviewer using the interview schedule described elsewhere in this report. The interview schedule asks respondents to reply to an item in two ways; on a Likert-type scale the degree of importance knowledge of the concept presented is to adult life and, again, on a Likert-type scale how competent the respondent feels concerning the concept. Comparisons will be drawn between importance and reported competence. Other comparisons will be made between students with two or more classes in home economics and those with no more than one class in home economics. The interview schedule is designed so that many comparisons are possible and that results will show which concepts in each subject area are considered important and the reported competence felt by respondents in each of these concepts. The process skills of decision making, problem solving, and critical thinking are included.

Each participant has been contacted by telephone and the interviewer and participant discuss the items on the interview schedule. Most of the time the participant gives the response immediately but if a question arises the interviewer (who is not a home economist) has enough information to answer briefly. Data is entered directly into a micro-computer and will be dumped onto the main-frame for analyzation.

Data analysis will utilize but is not limited to t-test, multiple regression, Manova and Anova plus the descriptive tests of Cross tabs and Chi-square.

Development of the Instrument

Three elements were brought together to define the home economics concepts to be included. Legislation defined the parameters of the Occupation of Homemaking. In addition further definitions were made in the task lists for Homemaking. The task list for homemaking was checked against the State Goals for Learning and Sample Learning Objectives.

The final version of the instrument requires 20 minutes to complete by telephone. The 143 item interview guide is divided into four parts with part 3 containing the home economics concepts divided by major concept area titles such as "Parenting", "Foods and Nutrition", etc. The other three parts ask about course enrollment, home economics teacher helpfulness and demographic information.

Sample Selection

The sample consists of high school students who graduated between the years 1979 and 1984. The names and addresses of the students have been supplied by home economics teachers. The process used to select the sample consisted of:

- The list of approved Occupation of Homemaking progress obtained from state home economics consultant staff was categorized according to IVHETA regions. Region I was further divided into Chicago City, Suburban Cook and Lake and the remainder of region I.
- Six schools within each of the eight categories were selected using a table of random numbers. Superintendent names and addresses for each school were found.
- Superintendents were sent a letter, abstract and consent form. The letter explained the project and asked permission to include their school in the

sample. The consent form asked for the name of the home economics teacher to contact. Whether or not consent was given to contact teachers we needed the consent form returned. If consent was denied another school was chosen and contacted. For examples of the letter and consent form see final report for Phase I.

The home economics teachers identified by the superintendent were contacted by letter. An abstract was enclosed with the letter. Follow-up telephone calls were started in March, 1988 and continued through November. Teachers have given many reasons for their reluctance to provide names of students but the reason given most frequently is that records are scattered or stored in places which make them inaccessible to teachers. In some schools, counselors have computerized the records which make them accessible. Teachers and/or counselors have supplied us with two lists of students. One list consists of the names of students who had been enrolled in two or more classes in home economics while in high school for the years 1979 - 1984. The second list consisted of those students who had enrolled in no more than one home economics class (this one course was allowed because in some schools the consumer requirement is taught in home economics) during the years 1979 - 1984. From these lists a random sample of 30 students from each was chosen and these names returned to the teacher for addresses. This proved to be an awkward process and after several telephone conversations was simplified so that teachers selected the thirty students from each category and supplied the addresses. It seems that this adjustment was productive as more responses were forthcoming. To assure that the six years were equally represented teachers were requested to select five students per year for those who were home economics students and those who were not.

- When student names were received a letter and consent form were mailed to the student. The letter asked for student cooperation in this project. An abstract was enclosed. The consent form asked for their telephone number and best time for telephone interviewers to call. We asked that the consent form be returned even if the student did not wish to participate Follow-up post cards were sent to those who had not responded. This process has yielded several responses so is felt to be of value.

Table 1 shows the number of people contacted, the number responding and those participating.

Figure 1 lists the names of schools participating in the study. The discrepancy between the number of Superintendents participating and the number of schools participating is due to teachers volunteering to obtain Superintendent/School permission and those superintendents do not show on our list.

Table 1
Percentage of Personnel Contacted Who Participated

	Contacted	Did Not Participate	Participated	% Participated
Superintendents	84	53	31	37%
Teachers	125	68	57	46%
Graduates	2016	121	381	19%
			* Responded	25%

* Responded that they would not participate.

304 letters to students were returned "address unknown".

Figure 1

Schools Participating

York H.S.	Okawville H.S.
Johnsburg H.S.	Crane H.S.
Bradford H.S.	Carlinville H.S.
Orangeville H.S.	Cissna Park H.S.
El Paso H.S.	Wenona H.S.
Lanphier H.S.	Georgetown-Ridge H.S.
Roseville H.S.	Waterloo H.S.
Stewardson-Strasberg H.S.	Proviso East H.S.
Normal H.S.	Geneva Community H.S.
Northwestern H.S.	United Township H.S. (North)
Carbondale H.S.	Murphysboro H.S.
Rich East H.S.	Aurora West H.S.
Taft H.S.	Washington H.S.
Southeastern H.S.	Effingham H.S.
Vandalia H.S.	Flora H.S.
Clay City H.S.	Polo C.U.S.
Monticello H.S.	Tremont H.S.
Plainfield H.S.	Woodruff H.S.
Westville H.S.	Kewanee H.S.
Shelbyville H.S.	Mt. Olive
Robinson H.S.	Mascoutah
Carrollton H.S.	Lowpoint-Washburn
Anna-Jonesboro H.S.	Southwestern H.S.
St. Elmo H.S.	Herrin H.S.
Lyons Township H.S.	Foreman H.S.
Farragut H.S.	Chicago City Schools

Dissemination Activities

Project directors have reported to various organizations concerning the project. In August 1988, the directors presented information about the progress of the project to IVHETA. At this time several teachers volunteered to complete lists of students to be contacted for possible inclusion in the project. These students were contacted and some of those have agreed to participate. The students who have agreed to participate are not numerous enough to disturb the data in any way.

In October, Winsor participated in a Poster Session sponsored by Northern Illinois University's Office of Sponsored Projects.

In January 1989, Winsor presented the first data analysis to the Home Economics Educators Council of Illinois along with selected DAVTE personnel who were invited to attend. The response was excellent with comments such as:

"interesting that all felt concepts were more important than they felt competent".

"There are some implications for curriculum here".

"What a marketing tool"!

"Yes, will show people we are important".

"We must put this to use for them [teachers and decision makers] to look at what they [teachers] are teaching and why".

"We need to get this information into the journals".

Winsor presented this same data to the Home Economics sharing session of IVA. This group was receptive to the ideas presented and want the data from their school so that they can apply the findings to their own situation.

Griswold made contacts at AHEA in June to present findings at the meeting in 1990. We should have much to present at that time.

Winsor prepared a statement for Sue Burge to submit to a group of Home Economics State Supervisors who were preparing material to present to the Congress concerning reauthorization of the Consumers and Homemaking portion of the Carl Perkins bill. (see the following statement)

Statement for State Supervisors

Approximately 350 randomly selected Illinois high school graduates from the years 1979-1984, half of whom had been in enrolled in Occupation of Homemaking classes and half of whom had not, to respond to a ten (10) point Likert-type scale as to the importance of Occupation of Homemaking concepts in adult life and their competence concerning those same concepts. Mean scores for the importance of each of the concepts was above the scale mid-point with many means above 9.0. Concepts with highest means are in the area of parenting, child development, relationships, decision making, management of time and other resources and planning for family nutritional needs through the life cycle. In each instance the competency ratings were at least a full point lower than that given for importance.

When data was analyzed according to enrollment in specific area classes, using a T-test, significant differences at the <.05 level revealed between those who had been enrolled in the class and those who had not in the areas of parenting, planning for family nutritional needs throughout the life cycle, food preparation, selection, use and care of kitchen equipment, safety and sanitation practice, child development, management of time and resources, decision making and clothing selection, care and construction.

Presentation and Interpretation of Data

Table 2 shows means and standard deviations of the total sample based on three hundred responses. Standard deviations (sd) are shown to illustrate the amount of variation within the responses. The smaller the number of the sd the more in agreement the respondents were. Zero sd indicates perfect agreement. Both questions, "how important is this concept for adults in their functioning as a person, worker/student, parent, spouse and/or partner" indicated in the table as importance and "how competent do you think you are in this topic" indicated as competence are presented as one table. (see Table 2)

Responses to the two questions concerning each concept were on a scale of 1 to 10. While there is variation in the mean ($\bar{x}$), of the responses for each concept, all are above the scale midpoint when importance in considered. Means for many of the concepts are 9.0 or above indicating that these concepts are very important in adult functioning. In "topics in multiple areas"relationships with family members and others; understanding of one's values, needs, goals; professionalism in one's career; decision making skills; and time management had a mean score of 9.0 or above. In the area of Parenting only two of the concepts listed, "child's impact on the parents" and "alternate styles of parenting" had means below 9.0. In the area of Child Development all of the concepts except "patterns of social development of children" which had a mean of 8.9 were above 9.0.

In the area of Clothing and Textiles none of the concepts listed had a mean of 9.0. While in the area of Living Environment only one concept, cleaning and care of a home and furnishing had a mean of 9.0. In the area of Foods and Nutrition three concepts, "relationship of food to dietary needs, special situations, and life cycle", "planning for individual family nutritional needs", and "safety and sanitation practices" had means of 9.0 or above. In the areas of Adult Living and Resource Management three of the concepts listed in each area had a mean of 9.0 or above. In Adult Living those concepts are, "selection of a mate", "building positive relationships with others", and "transferring human relations skills to work place". In Resource Management those concepts are: "establishing priorities of needs and wants", "goal setting and decision-making skills", and "principles of money management including budgeting".

In rating how competent the respondents considered themselves in a concept the means ($\bar{x}$) are considerably lower. The means for two concepts in the area of Clothing and Textiles were at the scale midpoint. Other means ranged upward 8.8 for "safety and sanitation practices" in the area of Food and Nutrition and "importance of communication between parent/child" in the area of Parenting.

Table 3 shows the statistical relationship between respondents ratings of the importance of concepts for functioning as adults and how they rated their competence. In each instance significant differences at the .001 level or lower were found indicating a lower level of competence than importance. (see Table 3)

Table 2
Evaluating Program Outcomes: Occupation of Homemaking
Means and Standard Deviations of Total
Sample Responses to Curricula Items

	Importance		Competence	
TOPICS IN MULTIPLE AREAS	$\bar{x}$	sd.	$\bar{x}$	sd.
Understanding of one's values, needs, goals	9.2	1.4	8.1	1.5
Relationships with family members and others	9.4	1.2	8.4	1.5
Use of leisure time	7.9	1.6	7.0	2.0
Handling conflict	8.8	1.3	7.1	1.6
Legal aspects of families	7.5	2.1	5.8	2.4
Professionalism in one's career	9.2	1.2	8.7	1.4
Decision making skills	9.0	1.2	7.9	1.4
Time management	9.0	1.3	7.4	1.7
Career information/selection educational program	8.5	1.6	7.4	1.8
Problem-solving	8.8	1.3	7.8	1.3
PARENTING				
Responsibilities/considerations in becoming a parent	9.3	1.2	8.4	1.6
Parental roles and expectations	9.0	1.2	8.0	1.6
Child's impact on the parents	8.8	1.3	7.8	2.0
Parent's impact on the child	9.5	.9	8.5	1.6
Alternative styles of parenting	8.4	1.5	7.3	2.1
Importance of communication between parent/child	9.7	.9	8.8	1.4
Meeting of family crises	9.4	.9	8.2	1.5
CHILD DEVELOPMENT				
Knowledge of prenatal development	9.3	1.2	7.8	2.2
Physical development of children	9.2	1.2	8.0	1.8
Emotional development of children	9.5	1.0	7.5	1.8
Intellectual development of children	9.1	1.2	7.5	1.9
Patterns of social development of children	8.9	1.3	7.2	2.0
Principles of guidance and discipline for different stages of development	9.2	1.1	7.5	1.9
Way of interacting with children that are supportive and encourage development	9.4	1.0	8.0	1.8
CLOTHING AND TEXTILES				
Skills in sewing	6.2	2.1	5.2	3.0
Fabric identification, properties, finishes	6.0	2.3	5.2	2.7
Pattern selection and alterations	6.1	2.4	4.9	3.0
Garment construction	6.6	2.5	5.0	3.1
Comparison shopping for clothing	8.5	1.6	7.8	2.0
Care of clothing	8.9	1.5	8.1	1.8
Clothing selection	8.6	1.4	8.2	1.6

	Importance		Competence	
	$\bar{x}$	sd.	$\bar{x}$	sd.
LIVING ENVIRONMENT				
Making housing choices	8.8	1.3	7.8	1.5
Functional home design	8.0	1.5	7.1	1.8
Energy use and conservation at home	8.9	1.4	7.6	1.7
Furniture selection, construction, cost	8.3	1.5	7.5	1.7
Cleaning and care of a home and furnishings	9.1	1.2	8.3	1.5
FOOD AND NUTRITION				
Function and sources of nutrients	8.9	1.3	7.5	1.8
Relationship of food to dietary needs special situations, and life cycle	9.0	1.2	7.4	1.9
Food preparation	8.8	1.2	7.9	1.8
Planning for individual/family nutritional needs	9.1	1.1	7.7	1.9
Selection and purchasing prepared and non-prepared foods	8.8	1.3	8.0	1.6
Safety and sanitation practices	9.5	1.0	8.8	1.3
Selection, use and care of kitchen equipment	8.7	1.4	8.4	1.4
ADULT LIVING				
Personal roles and role expectations	8.6	1.3	8.0	1.2
Understanding the elderly	8.9	1.2	7.8	1.6
Selection of a mate	9.5	1.3	8.2	1.9
Changing family lifestyles	8.3	1.5	7.1	1.9
Building positive relationships with others	9.5	.9	8.3	1.5
Transferring human relations skills to work place	9.3	1.1	8.5	1.3
RESOURCE MANAGEMENT				
Establishing priorities of needs and wants	9.2	1.2	8.0	1.3
Comparative shopping	8.8	1.3	8.3	1.5
Goal setting and decision-making skills	9.3	1.0	8.0	1.3
Consumer rights and responsibilities	8.8	1.2	7.1	1.7
Effect of life cycle changes on financial plans and needs	8.8	1.2	7.2	1.5
Interdependence of consumer and producers in the United States	8.5	1.3	7.0	1.9
Principles of money management including budgeting	9.5	.8	8.0	1.6
Types and sources of consumer credit	8.6	1.4	7.3	1.7

Table 3
Evaluating Program Outcomes: Occupation of Homemaking
Statistical Relationship of Importance
to Competence Using a T-Test

TOPICS IN MULTIPLE AREAS	Importance $\bar{x}$	Competence $\bar{x}$
Understanding of one's values, needs, goals	9.2	8.1***
Relationships with family members and others	9.4	8.4***
Use of leisure time	7.9	7.0***
Handling conflict	8.8	7.1***
Legal aspects of families	7.5	5.8***
Professionalism in one's career	9.2	8.7***
Decision making skills	9.0	7.9***
Time management	9.0	7.4***
Career information/selection educational program	8.5	7.4***
Problem-solving	8.8	7.8***
PARENTING		
Responsibilities/considerations in becoming a parent	9.3	8.4***
Parental roles and expectations	9.0	8.0***
Child's impact on the parents	8.8	7.8***
Parent's impact on the child	9.5	8.5***
Alternative styles of parenting	8.4	7.3***
Importance of communication between parent/child	9.7	8.8***
Meeting of family crises	9.4	8.2***
CHILD DEVELOPMENT		
Knowledge of prenatal development	9.3	7.8***
Physical development of children	9.2	8.0***
Emotional development of children	9.5	7.5***
Intellectual development of children	9.1	7.5***
Patterns of social development of children	8.9	7.2***
Principles of guidance and discipline for different stages of development	9.2	7.5***
Way of interacting with children that are supportive and encourage development	9.4	8.0***
CLOTHING AND TEXTILES		
Skills in sewing	6.2	5.2***
Fabric identification, properties, finishes	6.0	5.2***
Pattern selection and alterations	6.1	4.9***
Garment construction	6.6	5.0***
Comparison shopping for clothing	8.5	7.8***
Care of clothing	8.9	8.1***
Clothing selection	8.6	8.2***

* $p<0.05$
** $p<0.01$
*** $p<0.001$

	Importance $\bar{x}$	Competence $\bar{x}$
LIVING ENVIRONMENT		
Making housing choices	8.8	7.8***
Functional home design	8.0	7.1***
Energy use and conservation at home	8.9	7.6***
Furniture selection, construction, cost	8.3	7.5***
Cleaning and care of a home and furnishings	9.1	8.3***
FOOD AND NUTRITION		
Function and sources of nutrients	8.9	7.5***
Relationship of food to dietary needs special situations, and life cycle	9.0	7.4***
Food preparation	8.8	7.9***
Planning for individual/family nutritional needs	9.1	7.7***
Selection and purchasing prepared and non-prepared foods	8.8	8.0***
Safety and sanitation practices	9.5	8.8***
Selection, use and care of kitchen equipment	8.7	8.4***
ADULT LIVING		
Personal roles and role expectations	8.6	8.0***
Understanding the elderly	8.9	7.8***
Selection of a mate	9.5	8.2***
Changing family lifestyles	8.3	7.1***
Building positive relationships with others	9.5	8.3***
Transferring human relations skills to work place	9.3	8.5***
RESOURCE MANAGEMENT		
Establishing priorities of needs and wants	9.2	8.0***
Comparative shopping	8.8	8.3***
Goal setting and decision-making skills	9.3	8.0***
Consumer rights and responsibilities	8.8	7.1***
Effect of life cycle changes on financial plans and needs	8.8	7.2***
Interdependence of consumer and producers in the United States	8.5	7.0***
Principles of money management including budgeting	9.5	8.0***
Types and sources of consumer credit	8.6	7.3***

Table 4 shows the statistical relationship of importance or competence of concepts as rated by respondents who had enrolled in Home Economics course and those who had not. Analysis of the data by those who had been enrolled in home economics classes and those who had not is shown in Tables 4A through H. In the Multiple Topics Area (Table 4A) no significant differences were found in either importance for functioning as an adult nor competence level. In general the means for those who had enrolled in home economics classes were slightly higher than for those who had not. The two exceptions are the level of importance given "understanding of one's values, needs, and goals by those who had not enrolled in home economics classes and the same groups perception of their level of competence in "problem solving". In the area of Clothing and Textiles (Table 4B) the respondents who had enrolled in a class consistently gave higher rating to the importance of clothing related concepts than those who had not been enrolled in a class. The respondents who had been enrolled in a class also consistently rated themselves more competent. When importance was tested between the two groups significant differences were observed with the exception of one concept "Care of Clothing". When competence was tested between the two groups significant differences were found in each of the concepts listed with the exception of the concept "Comparison Shopping for Clothing".

In the area of Parenting (Table 4C) there were no significant differences in the rating of importances given to each of the concepts listed. Three of the seven concepts listed were found to have significant differences between those who had enrolled in a Home Economics class than those who had not. These concepts were, "Child's Impact on the Parents", "Alternative Styles of Parenting" and "Meeting of Family Crises".

In the area of Adult Living (Table 4D) no significant differences were found either in importance rating or competence level between those respondents who had enrolled in a course with like or related title, with the exception of "Changing family lifestyles" when rating importance and "Understanding the elderly" when rating competence.

In the area of Resource Management (Table 4E) one concept listed, "Comparative Shopping" was significantly higher for importance by those who had not taken a class than those who had. For seven of the eight concepts listed those who had not taken a course rated the concepts higher in importance than did those who had. When asked to rate competence no significant differences were found.

In the area Living Environment (Table 4F) respondents who had enrolled in a class consistently rated the importance of the concept listed higher, however, significant differences were found in two of the five concepts, "Furniture Selection, Construction, Cost" and "Cleaning and Care of a Home and Furnishings". When rating their competence there were no significant differences in respondents who had enrolled in classes and those who had not.

In the area of Child Development (Table 4G) significant differences in importance rating were given by respondents who had enrolled in classes for each of the concepts listed with the exception of "knowledge of Prenatal Development". However, when rating their competence significant differences were found for each of the concepts listed with respondents who had enrolled in a class giving higher ratings to their competence level.

In the area of Food and Nutrition (Table 4H) significant differences were found in each of the concepts listed with the exception of "Safety and Sanitation Practices". Respondents who had enrolled in classes gave consistently higher rating. When rating their competence level, significant differences were found for three concepts, "Foods Preparation", "Planning for Individual/Family Nutritional Needs" and "Selection and Purchasing Prepared and Non-Prepared Foods" with higher ratings given by respondents who had enrolled in classes.

Table 4

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a T-Test

A: TOPICS IN MULTIPLE AREAS

	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
Questions	#	Mean	#	Mean	#	Mean	#	Mean
Understanding of one's values, needs, goals	170	9.21	110	9.27	170	8.08	110	8.05
Relationships with family members and others	170	9.48	110	9.16	170	8.52	110	8.18
Use of leisure Time	170	7.95	110	7.77	170	7.06	110	7.00
Handling conflict	170	8.83	110	8.76	170	7.23	110	7.03
Legal aspects of families	169	7.51	109	7.50	169	5.80	109	5.78
Professionalism in one's career	169	9.24	110	9.12	167	8.66	109	8.66
Decision making skills	170	9.13	110	8.87	170	7.91	110	7.75
Time management	170	9.13	110	8.70	170	7.47	110	7.25
Career information selection educational program	170	8.68	109	8.39	169	7.38	109	7.33
Problem-solving	170	8.94	110	8.63	170	7.76	110	7.79

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 4 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a T-Test

B: CLOTHING AND TEXTILES

	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
Questions	#	Mean	#	Mean	#	Mean	#	Mean
Skills in sewing	134	6.63	147	5.84**	134	5.99	147	4.41***
Fabric identification, properties, finishes	134	6.40	146	5.55**	134	5.79	147	4.56***
Pattern selection and alterations	134	6.56	146	5.62**	134	5.51	146	4.25***
Garment construction	134	7.25	147	5.91***	134	6.00	146	4.16***
Comparison shopping for clothing	134	8.79	147	1.58**	134	8.03	147	7.64
Care of clothing	134	9.05	147	8.76	134	8.38	147	7.90*
Clothing selection	134	8.85	147	8.41**	134	8.45	147	8.07*

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 4 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a T-Test

C: PARENTING

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
	#	Mean	#	Mean	#	Mean	#	Mean
Responsibilities/ considerations in becoming a parent	82	9.29	198	9.35	82	8.49	197	8.36
Parental roles and expectations	83	8.89	198	8.97	83	8.18	195	7.87
Child's impact on the parent	83	8.80	196	8.84	83	8.21	196	7.67**
Parent's impact on the child	83	9.57	197	9.51	83	8.66	196	8.50
Alternative styles of parenting	83	8.32	197	8.40	83	7.72	197	7.10**
Importance of communication between child/parent	83	9.59	198	9.69	83	8.84	198	8.73
Meeting of family crises	83	9.37	198	9.38	83	8.86	197	8.046*

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 4 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a T-Test

D: ADULT LIVING

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Personal roles and role expectations	100	8.63	180	8.66	100	7.92	179	7.99
Understanding the elderly	100	8.96	181	8.92	100	7.98	180	7.63*
Selection of a mate	100	9.45	180	9.49	100	8.39	181	8.11
Changing family lifestyles	97	8.43	180	7.48**	98	7.17	177	6.99
Building positive relationships with others	100	9.57	181	9.49	100	8.18	181	8.35
Transferring human relations skills to work place	99	9.33	181	9.28	98	8.51	181	8.54

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 4 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a T-Test

E: RESOURCE MANAGEMENT

	IMPORTANCE				COMPETENCE			
Questions	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Establishing priorities of needs and wants	55	9.18	224	9.17	55	8.04	224	8.04
Comparative shopping	55	8.33	224	8.87**	55	8.09	224	8.35
Goal setting and decision-making skills	55	9.27	224	9.36	55	8.00	224	8.00
Consumer rights and responsibilities	55	8.71	224	8.79	55	7.054	224	7.13
Effect of life cycle changes on financial plans and needs	55	8.60	223	8.88	55	6.96	224	7.26
Interdependence of consumer and producers in the U.S.	55	8.35	223	8.51	55	6.93	222	7.03
Principles of money management including budgeting	55	9.31	224	9.58	55	7.64	224	8.07
Types and sources of consumer credit	55	8.45	224	8.65	55	7.27	224	7.25

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 4 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a T-Test

F: LIVING ENVIRONMENT

	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
Questions	#	Mean	#	Mean	#	Mean	#	Mean
Making housing choices	49	8.99	231	8.79	49	8.02	231	7.23
Functional home design	49	8.22	231	7.92	49	7.35	231	7.05
Energy use and conservation at home	49	8.99	231	8.86	49	7.35	231	7.61
Furniture selection, construction, cost	49	8.61	231	8.18*	49	7.57	231	7.51
Cleaning and care of a home and furnishings	49	9.33	231	9.00*	49	8.43	231	8.23

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 4 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a T-Test

G: CHILD DEVELOPMENT

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Knowledge of prenatal development	132	9.40	149	9.16	132	8.46	149	7.20***
Physical development of children	132	9.40	149	9.01**	132	8.42	149	7.58***
Emotional development of children	132	9.60	149	9.33*	132	7.95	149	7.17***
Intellectual development of children	132	9.29	149	8.99*	132	7.78	149	7.26*
Patterns of social development of children	132	9.05	149	8.72*	132	7.71	149	6.77***
Principles of guidance and discipline for different stages of development	132	9.42	149	9.07**	132	7.91	149	7.11***
Ways of interacting with children that are supportive and encourage development	132	9.55	148	9.30*	132	8.30	148	7.64**

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 4 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not using a T-Test

H: FOOD AND NUTRITION

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Function and sources of nutrients	154	9.05	126	8.70*	154	7.64	126	7.40
Relationship of food to dietary needs, special situations, and life cycle	154	9.12	125	8.81*	154	7.51	125	7.32
Food preparation	154	8.99	126	8.56*	154	8.12	126	7.56**
Planning for individual/family nutritional needs	154	9.32	126	8.90**	154	7.95	126	7.29**
Selection and purchasing prepared and non-prepared foods	154	8.94	126	8.58*	154	8.25	126	7.69**
Safety and sanitation practices	154	9.60	126	9.42	154	8.95	126	8.64
Selection, use and care of kitchen equipment	154	8.87	126	8.42**	154	8.45	126	8.25

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 5 shows the statistical relationship of importance or competence of concepts as rated by respondents who had enrolled in a specific course with like or similar title and those who had not.

In the area of Clothing and Textiles (Table 5A) the data shows significantly higher levels given to importance in each of the concepts listed. When asked to rate their level of competence there was no significant differences in two of the concepts listed; "fabric identification, properties, finishes" and "pattern selection and alterations", with the other concepts listed showing significant differences at the 0.01 level.

In the area of Parenting (Table 5B) only one concept listed showed significant differences (0.01) with those who had enrolled in a home economics class giving the concept "child's impact on the parents" a higher rating than those who had not enrolled in home economics. However, when rating their competence level in the concepts listed under Parenting those students having been enrolled in home economics showed significantly higher ratings for each of the concepts except "parent's impact on the child" and "importance of communication between child/parent" where no significant differences were shown. Respondents who had not enrolled in home economics rated "importance of communication" between child/parent as very slightly higher than those who had been enrolled in at least one home economics class which is reversed for the other concepts.

In the area of Adult Living (Table 5C) significant differences are shown for two concepts listed, "personal roles and role expectations" and "understanding the elderly" were given significantly higher ratings by those who had enrolled in home economics classes. When rating their competence level those who had enrolled in home economics "understanding the elderly" and "selection of a mate", significantly higher than those who had not enrolled in home economics.

In the area of Resource Management (Table 5D) three concepts listed, "comparative shopping", "consumer rights and responsibilities", and "types and sources of consumer credit", were rated significantly higher by those who had enrolled in home economics classes./ There were no significant differences in the rating given respondent competence level.

In the area of Living Environments (Table 5E) of the five concepts listed three were given a significantly higher rating by those who had been enrolled in home economics. The three were: "functional home design", furniture selection, construction, cost" and "cleaning and care of a home and furnishing". When rating their competence level, those respondents who had been enrolled in home economic classes rated the concept "cleaning and care of a home and furnishings as significantly higher. There were no significant differences for the remaining concepts listed.

In the area of Child Development (Table 5F) respondents who had enrolled in home economics classes rated three of the seven concepts listed, "knowledge of prenatal development", physical development of children" and "emotional development of children", significantly higher than those who had not enrolled in home economics classes. When rating their competence level respondents who had been enrolled in home economics rated five of the seven concepts listed significantly higher. The two concepts where no significant differences

occurred are: "intellectual development of children", and "ways of interacting with children that are supportive and encourage development".

In the area of Food and Nutrition (Table 5G) two of the concepts were rated significantly more important by the respondents who had been enrolled in home economics classes than by those who had not. These two concepts are "planning for individual/family nutritional needs" and "selection, use and care of kitchen equipment". When rating their competence those respondents who had enrolled in home economics rated a significantly higher competence level in four of the seven concepts listed. These were "food preparation", "planning for individual/family nutritional needs", "safety and sanitation practices" and selection, use and care of kitchen equipment".

Table 5

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in a Specific Course With Like or Similar Title and Those Who Had Not

A: CLOTHING AND TEXTILES

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Skills in sewing	205	6.41	75	5.67**	205	5.24	75	4.39**
Fabric identification, properties, finishes	205	6.12	74	5.47*	205	5.31	75	4.71
Pattern selection and alterations	205	6.32	74	5.35***	205	5.04	74	4.30
Garment construction	205	6.82	75	5.77***	205	5.32	74	4.24**
Comparison shopping for clothing	205	8.69	75	8.12**	205	7.99	75	7.37**
Care of clothing	205	9.06	75	8.45**	205	8.35	75	7.52**
Clothing selection	205	8.79	75	8.15***	205	8.44	75	7.72**

[a]Group 1 = respondents who enrolled in Clothing or related titled courses.
[b]Group 2 = respondents who did not enroll in a Clothing or related titled course.

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 5 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in a Specific Course With Like or Similar Title and Those Who Had Not

B: PARENTING

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Responsibilities/ considerations in becoming a parent	205	9.37	74	9.32	204	8.57	74	7.95**
Parental roles and expectations	205	9.00	75	8.84	205	8.20	72	7.35***
Child's impact on the parents	204	8.98	74	8.45**	204	8.11	74	7.11**
Parent's impact on the child	204	9.54	75	9.51	204	8.68	74	8.23
Alternative styles of parenting	204	8.47	75	8.19	205	7.51	74	6.72**
Importance of communication between child/parent	205	9.65	75	9.69	205	8.86	75	8.52
Meeting of family crises	205	9.42	75	9.25	205	8.34	74	7.72**

[a]Group 1 = respondents who enrolled in Parenting or related titled courses.
[b]Group 2 = respondents who did not enroll in a Parenting or related titled course.

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 5 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in a Specific Course With Like or Similar Title and Those Who Had Not

C: ADULT LIVING

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
	#	Mean	#	Mean	#	Mean	#	Mean
Personal roles and role expectations	204	8.78	75	8.28**	204	8.04	74	7.76
Understanding the elderly	205	9.04	75	8.68*	205	7.89	74	7.42*
Selection of a mate	205	9.51	74	9.39	205	8.37	75	7.87*
Changing family lifestyles	202	8.30	74	8.19	201	7.08	73	6.98
Building positive relationships with others	205	9.57	75	9.48	205	8.37	75	8.09
Transferring human relations skills to work place	204	9.30	75	9.29	203	8.59	75	8.37

[a]Group 1 = respondents who enrolled in Adult Living or related titled courses.
[b]Group 2 = respondents who did not enroll in Adult Living or related titled course.

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 5 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in a Specific Course With Like or Similar Title and Those Who Had Not

D: RESOURCE MANAGEMENT

	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
Questions	#	Mean	#	Mean	#	Mean	#	Mean
Establishing priorities of needs and wants	205	9.25	75	8.96	205	8.07	75	7.96
Comparative shopping	205	8.90	75	8.41**	205	8.31	75	8.27
Goal setting and decision-making skills	205	9.39	75	9.21	205	8.06	75	7.87
Consumer rights and responsibilities	205	8.92	75	8.43**	205	7.15	75	7.08
Effect of life cycle changes on financial plans and needs	204	8.91	75	8.63	205	7.81	75	6.97
Interdependence of consumer and producers in the U.S.	204	8.56	75	8.28	204	7.08	74	6.82
Principles of money management including budgeting	205	9.58	75	9.40	205	7.95	75	8.08
Types and sources of consumer credit	205	8.76	75	8.23**	205	7.47	75	7.03

[a]Group 1 = respondents who enrolled in Resource Management or related titled courses.

[b]Group 2 = respondents who did not enroll in a Resource Management or related titled course.

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 5 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in a Specific Course With Like or Similar Title and Those Who Had Not

F: LIVING ENVIRONMENT

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
	#	Mean	#	Mean	#	Mean	#	Mean
Making housing choices	205	8.88	75	8.64	205	7.80	75	7.65
Functional home design	205	8.10	75	7.64*	205	7.23	75	6.76
Energy use and conservation at home	205	8.96	75	8.67	205	7.59	75	7.53
Furniture selection, construction, cost	205	8.48	75	7.67***	205	7.62	75	7.28
Cleaning and care of a home and furnishings	205	9.19	75	8.69**	205	8.39	75	7.90*

[a]Group 1 = respondents who enrolled in Living Environment or related titled courses.

[b]Group 2 = respondents who did not enroll in a Living Environment or related titled course.

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 5 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in a Specific Course With Like or Similar Title and Those Who Had Not

G: CHILD DEVELOPMENT

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Knowledge of prenatal development	205	9.41	75	8.93**	205	8.00	75	7.27**
Physical development of children	205	9.36	75	8.77**	205	8.23	75	7.31***
Emotional development of children	205	9.55	75	9.21**	205	7.71	75	7.07**
Intellectual development of children	205	9.20	75	8.93	205	7.62	75	7.20
Patterns of social development of children	205	8.92	75	8.75	205	7.38	75	6.77**
Principles of guidance and discipline for different stages of development	205	9.31	75	9.01	205	7.62	75	7.12*
Ways of interacting with children that are supportive and encourage development	205	9.43	74	9.36	205	8.08	74	7.62

[a]Group 1 = respondents who enrolled in Child Development or related titled courses.

[b]Group 2 = respondents who did not enroll in a Child Development or related titled course.

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 5 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in a Specific Course With Like or Similar Title and Those Who Had Not
H: FOOD AND NUTRITION

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
	#	Mean	#	Mean	#	Mean	#	Mean
Function and sources of nutrients	205	8.98	75	8.98	205	7.54	75	7.53
Relationship of food to dietary needs, special situations, and life cycle	205	9.05	74	8.80	205	7.46	74	7.27
Food preparation	205	8.87	75	8.61	205	8.05	75	7.37**
Planning for individual/family nutritional needs	205	9.25	75	8.84**	205	7.86	75	7.11**
Selection and purchasing prepared and non-prepared foods	205	8.45	75	8.60	205	8.09	75	7.76
Safety and sanitation practices	205	9.54	75	9.48	205	8.92	75	8.53*
Selection, use and care of kitchen equipment	205	8.81	75	8.28**	205	8.49	75	8.04*

[a]Group 1 = respondents who enrolled in Food and Nutrition or related titled courses.
[b]Group 2 = respondents who did not enroll in a Food and Nutrition or related titled course.

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Conclusions

Sample selection has continued during the year in an effort to reach the desired 500, however we have not reached that goal. Our sample is now just under 400. The data from the last group has not been integrated in the data pool at this time.

Analysis of data has continued on the 330 responses. Writing programs and running those programs have yielded very interesting results:

1. Concepts in Home Economics are considered very important for adult function in each of the areas. Clothing and Textiles is considered the least important.
2. With the exception of the area of Resource Management respondents who had enrolled in a specific class considered themselves more competent in that area than did those who had not enrolled in a class.
3. The results of just these early statistical tests are showing a very positive attitude toward concepts in home economics areas.
4. The implications for curriculum development are legion in these results.
5. The marketing possibilities using this study are vast.

Expected Impact

Since there is no available research to determine the effectiveness of the Occupation of Homemaking Program in Illinois, this project will develop processes and instruments and will train teachers to use them which, in turn, will provide a pool of data for:

- Recognizing the strengths and weaknesses in current Occupation of Homemaking Programs to determine future directional needs in a technological society.
- Establishing priorities for project improvement, expansion and updating.

- Determining the most effective use of available resources; allowing for long-term planning at the state, regional and local level.
- Setting conditions which will establish an appropriate mechanism for high-quality program development.
- Measuring the contribution of the Occupation of Homemaking Program to work and the family as seen in the individual's interrelationships with business, industry and the community.
- Determining pre-service and in-service educational needs for providing quality classroom instruction.
- Training a cadre of teachers to collect and input data into a regional and state data pool, and using this data for decision-making in program and curriculum development/marketing.
- Developing a model of program evaluation for other programs.

Thus, decisions concerning the Occupation of Homemaking Program in Illinois will be based upon research data. This will facilitate the design of effective and efficient programs to meet needs at the local, regional and state level.